DOCUMENT RESUME

ED 190 207 PS 011 406

AUTHOR Molloy, Michelle
TITLE WECA's Guide to Early Childhood Curriculum Resources.
INSTITUTION Wisconsin Early Childhood Association, Madison.
PUB DATE 79
NOTE 26p.: For related documents, see PS 011 406-408.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Art Activities: Childrens Games: Day Care: Early Childhood Education: *Educational Resources: Food: *Learning Activities: Movement Education: Music Activities: Nursery Schools: *Organizations (Groups): *Resource Materials: Science Activities

ABSTRACT

This annotated bibliography, prepared by the Wisconsin Early Childhood Association (WECA), provides lists of books which are primarily concerned with curriculum activities for day care, child development programs, preschools and nurseries. Lists of publications from associations with related useful materials are also included. (Author/MP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED190207

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

WECA'S GUIDE

To EARLY CHILDHOOD CURRICULUM RESOURCES

PS 011406

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

David B. Edie

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1979 — WECA

Prepared by Michelle Molloy, staff of WISCONSIN EARLY CHILDHOOD ASSOCIATION

WECA'S GUIDE

TO EARLY CHILDHOOD CURRICULUM RESOURCES

Developed By:

Michelle Molloy

PS 011406

WECA
610 Langdon Street, Room 227
Madison, Wisconsin 53706
(608) 262-0504

WHAT IS WECA?

WECA, the Wisconsin Early Childhood Association, is a nonprofit organization with a membership consisting of over 1,400 educators, early childhood program staff, students, parents, government officials, and other child advocates. WECA is working to improve services such as day care and other early childhood programs, parent education programs, and services to families and children with special needs. WECA believes that the positive growth and development of Wisconsin's young children depends upon a comprehensive network of support services that is available to all families.

WECA has three action areas. It serves as a communication link between groups and individuals in the state of Wisconsin who are interested in the continued improvement of all aspects of the care, education, and development of young children. WECA provides a voice for young children in areas of public concern, and develops educational resources for persons who wish to become more knowledgeable about the care, education, and development of young children.

WECA's Public Information Project special staff produced publications and resource guides to help parents and professionals improve the quality of child care. WECA also holds regional workshops and a state convention each year.

The Wisconsin Early Childhood Association publishes regular Newsletters dealing with current concerns in the early childhood field, curriculum innovations, state and local special events, and WECA news. WECA also publishes a monthly public policy bulletin, Signposts and Roadblocks, to keep subscribers informed of relevant legislative and administrative activity by federal, state, and local government. For more information, contact:

David B. Edie, Executive Director
Wisconsin Early Childhood Associaton
227 Lowell Hall
610 Langdon Street
Madison, Wisconsin 53706
(608) 262-0504

TABLE OF CONTENTS

INTRODUCTION

PART I page 1
- Books for the Whole Curriculum page i
- Art page 5
- Food page 5
- Dance and Movement page 6
- Games page 7
- Pre-reading page 7
- Music page 8
- Science page 9
- Young Children page 9
- Miscellaneous page 10

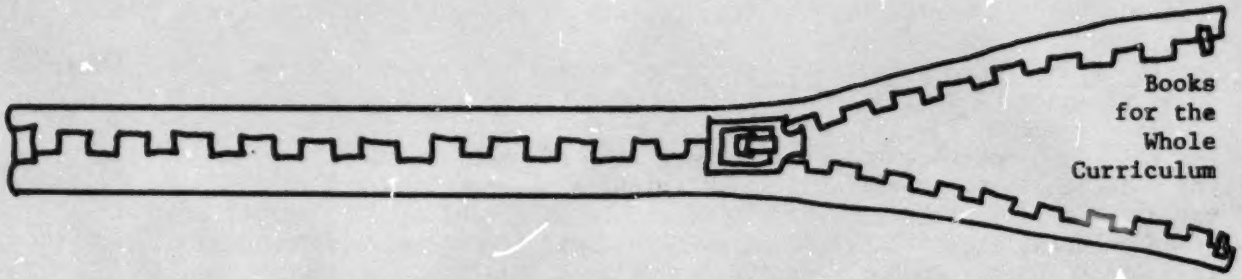
PART II
- Association for Childhood International page 11
- National Association for the Education of Young Children page 12
- Day Care and Child Development Council of America page 16
- Educational Resources Information Center -- Early Childhood Development page 17

INTRODUCTION

The books in this bibliography are concerned primarily with curriculum activities for day care, child development programs, preschools and nurseries. Associations with useful materials are also included as well as their publication listings.

WECA selected the books from local resources and from recommendations by teachers, administrators and others working in fields related to child development. WECA particularly sought the practical advice of those actually working with children on a daily basis.

While WECA staff, based on investigation, believes the resources in the bibliography are practical and useful, WECA has not reviewed every resource and does not guarantee the quality of each item.



1. An Activities Handbook for Teachers of Young Children, Doreen J. Croft and Robert D. Hess. 2nd Ed, Houghton Mifflin Co., 1 Beacon St., Boston, MA 02107. 1975.

   Actual classroom experience and use are the sources of the activities which are tailored for early education programs. Language, science, art, pre-math, and cooking are subjects, each broken down into specfic aspects of the topic. Numerous activities, bibliographies, and sources of additional related materials are included in each part.

2. A Child Goes Forth, by Barbara Taylor. Brigham Young University Press, Provo Utah 84601. 1975.

   Book of ideas and techniques for creative teaching in the areas of arts through different meduims (crayons, paint, sand), language (selection of books, bibliography), music and movement, science (physical and biological), and activities such as plans for excursions, exercises, guessing games, role playing, puppets,and special occasions.

3. Child's Play: A Manual for Parents and Teachers, Lynda Madaras. Peace Press, Inc., 3828 Willat Ave., Culver City, CA 90230.

   Shows how to make toys, sturdy equiptment, puppets. Activities with puzzles, arts and crafts, measures, water, sand, film animation, photography, theater games, growing things, game toys and play groups.

4. Child's Work, A Learning Guide to Joyful Play, by Paul S. Shakesby. Running Press, 38 South 19th St., Philadelphia, PA 19103. 1974.

   In the subject areas of sensorial awareness, manual dexterity, size, shape, form, numbers and language each chapter aims to accomplish three things: 1) to present a concept in relation to a physical, neurological or mental facility, 2) to guide you in the construction of a toy or the preparation of a game designed to illustrate a specific concept, 3) to describe play-exercises or recommended ways of using the toys. Adaption of Montessori Method.

5. Cognitive Tasks: An Approach for Early Childhood Education, by J.D. Osborn and D.K. Osborn. Education Associates, Box 8021, Athens GA 30601. 1974.

   Tasks derived from Jean Piaget that help the teacher see how the child thinks. Activities centered around conservation, classification, temporal relations, spacial relations and language. Discussion on educational implications of Piaget's theory.

6. A Creative Guide for Preschool Teachers, by Joanne Wylie. Bobbs-Merrill Co., Inc. Education Division, 4300 West 62nd Street, Indianapolis, IN 46206. 1974.

   Organized program with goals and recommended materials for each activity as well suggestions for paraprofessionals. Content area include dramatic play, language arts, arts and crafts, music, mathematics, science, health, and manipulative materials. 174p.

7. The Early Childhood Activities Series, by Sara Throop. Fearon-Pitman, Inc., 6 Davis Drive, Belmont CA 94002. 1974.

   Designed for preschool to primary grades and provides seeds to build upon the young child's natural ability to investigate, question and relate information, and uses materials readily availible in the classroom. Series' format is based on questions children might ask, followed by procedure and equipment suggestions needed to build activities on such questions in science, social studies, language, arts, mathematics, health and safety.

8. Early Learning Library, Threshold Series. The MacMillan Co., 866 3rd Avenue, New York NY 10022. 1970.

   Threshold program provides suggested practical clasroom activities which take into account that a child's intelligence develops in distinct stages and that each stage requires solid attainment to make the next stage possible. Each of the eight volumes can be purchased separately.

   1. Perceptual and Organizing Skills
   2. Mathematical Skill and Scientific Inquiry
   3. Language Skills and Social Concepts
   4. Music and Movement Improvisations
   5. Art Experiences for Young Children
   6. Dramatizations for Young Children
   7. Physical Skills
   8. Health and Safety for Young Children

9. Freedom of Reach for Young Children: Non-sexist Early Childhood Education, by Tish Henslee and Peg Jones. U.S. Department of Health and Social Services, Office of Education. For sale by Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402. Stock #017-080-01778-4.

   Discussion of and suggested activities for non-sexist curriculum in areas of, roles of education and people, needs assessment, children's self image, learning activities, family and community relations and useful resources.

10. I Saw A Purple Cow and 100 other recipes for learning, by Ann Cole et.al. Little Brown and Co., 34 Beacon Street, Boston MA 02107. 1972.

    A preschool curriculum of tested activities from thirty Headstart day care and preschool centers. Activities for home and school in areas of pretending, creating, simple crafts, collecting, music and rhythm, finger games, exploring, experiments, kitchen gardens, learning and word games and parties. For ages one to six.

11. Kid's Stuff, by Collier, Forte & MacKenzie. Incentive Publications Inc., Box 12522, Nashville, TN 37212 1969.

    Provides creative activities for groups or individuals, each with a stated purpose and intended emphasis in the areas of language arts, science, social studies, mathematics, art and music. Lists resources for film, records and books.

12. Launch; A Handbook of Classroom Ideas to Motivate the Teaching of Preschool and Kindergarten, plus two volumes of Duplicating Masters for Early Learning. The Spice Series by M.E. Platts, Educational Service, Inc., Box 219, Stevensville, MI 49127. 1972.

    Activities, materials and demonstration of materials in the areas of big muscle builders , manual dexterity, creative play, learning colors, reading readiness, mathematics readiness, arts and crafts.

13. Learning at an Early Age: A Curriculum for Young Children, by H.F. Robinson & S.L. Schwartz. Part of Urban Education Series. Appleton-Century-Crofts, Educational Division of Meredith Corp. 440 Park Avenue South, New York, NY 10016. 1972.

    Curriculum emphasizes individual pacing, each child's uniqueness and a wide range of teachers' roles and strategies which help stablize and increase the childrens' intellectual and linguistic development. Learning activities, play situations, structural tasks and games in cognitive skills, music structure, language, mathematics, science, sociology, geography and economics are the content areas. Goals, procedures, and materials are given for each lesson.

14. Learning Through Play, by Jean Marzollo and Janice Lloyd. Harper Colophon Books, Harper & Row Publisher 10 East 53rd Street, New York NY 10022. 1972.

    Book for parents which can be used by teachers. Emphasis is on learning, particularly at home with preschoolers. Learning experiences in eleven skill groups; the five senses, language development, prereading, understanding relationships, sorting and classifying, counting and measuring, problem solving, exploring, creativity, self-esteem, and physical growth.

15. Open Learning in Early Childhood, by Barbara Day. MacMillan Co. Inc., 866 3rd Avenue, New York, NY 10022. 1975.

    This book is designed to help early childhood teachers, adminstrators and supervisors provide an open education learning evironment for young children. Discussion of conceptual foundation and organization. Content areas are blocks, communication, arts, home living & creative dramatics, investigation in science and mathematics, people & places, evaluations and recording, resources & references.

16. Pebbles, Mops and Thimgs, Common Objects That Become Toys, by Abigail Calkin. Academic Therapy Publications, 1539 4th Street, San Rafael CA 94901.

    Common materials are used in language activities, motor development, and academic subjects such as counting, telling time, reading..., and miscellaneous activities.

17. A Planning Guide to the Preschool Curriculum: The Child, The Process, The Day. Chapel Hill Training Outreach Project, Kaplan Press, Winston-Salem, NC 27103. 1976.

    Curriculm guide breifly explains principles of instructional objectives, task analysis, error-free learning, positive reinforcement and curriculum evaluation. Sequenced activities include skill areas related to gross motor, fine motor, social, self-help, language and cognition. 411 p.

18. The Playgroup Handbook, by L. Peabody Broad and N.T, Butterworth. St. Martin's Press, 175 5th Avenue, New York, NY 10010. 1974.

    Addressed to mothers but this book of activities for children ages three and up is

useful for small and large groups of children. Information on planning a playgroup (safety, transportation, ages...), materials, childrens' play and the value of activities. Content areas of activities include cooking, science, storytelling, music, dramatic play, woodworking and more.

19. A Practical Guide to Early Childhood Curriculum, by Claudia F. Eliason & Loa T. Jenkins. The C.V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, MO 63141. 1977.

This resourceful book contains concrete curriculum approach based on concepts being developed in children three to six years of age. Each chapter develops such concepts as color, number, texture, weight, balance, and such content areas as music, science, food, animals.

20. Resources for Creative Teaching in Early Childhood Education, by Flemming, Hamilton and Hicks. Harcourt Brace Javanovich, Inc., 757 3rd Avenue, New York, NY 10017. 1977

This book combines a quick reference for basic information about a great many subjects in a practical format. A section describes games, dramatic play props, music and art accessories and playground equipment that can be made by the teacher. Commercial games and records are listed as well as their manufacturers.

Subject areas are grouped into such general headings as self-concept, families, family celebrations, seasons, animals and others. It designed so that the book can be rearranged into a looseleaf notebook to suit your own program. 634p.

21. Strategies for Teaching Young Children, by Judith Schickedanz et.al. Prentice-Hall,Inc. Englewood Cliffs, NJ 07632. 1977.

This book is a comprehensive curriculum tool with teaching strategies and activities for children ages three to seven and is intended for use in preschool, kindergarten or primary grades. Activities in mathematics, expressive arts, language, arts, science, and social studies. Activities are keyed to indicate level of difficulty.

22. When I Do, I Learn: A Guide to Creative Planning for Teachers and Parents of Preschool Children, by Barbara Taylor. Brigham Young University Press, 209 University Press Building, Provo, UT 84602. 1974.

Information is given to stimulate the use of initiative and creativity in helping the preschool child to discover their world. It is not a book of how-to-follow lesson plans but does include section of writing lesson plans, behavioral objectives and assessments. Content areas and activities; the child, other people, plants, animals, water, beauty, parts & whole. Useful resources listed.

23. Workjobs, Activity-Centered Learning for Early Childhood Education, by Baratta-Lorton. Addison-Wesley Publishing Co., Box 1014. Barrington IL 60010. 1972.

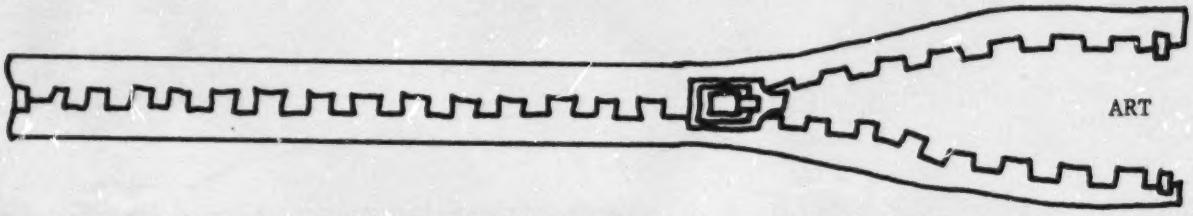
Activities for children to work on in very small groups or independently. Materials can be made by teachers from everyday objects. Activities are organized under perceptio matching, classification, sounds and letters, and mathematical concepts.
(Workjobs for Parents, separate book)

24. The Young Child; His Activities and Materials, by Margaret A. Stant. Prentice-Hall, Inc Englewood Cliffs, NJ 07632. 1972.

The major theme is creative arts but they are also related to mathematic, language, social studies, and literature. Activities are thorough yet brief.

25. Young Children In Action, by M. Hohmann and B. Banet. High/Scope Educational Research Foundation, 600 N. River Street, Ypsilanti, MI 48197. 1978.

This book is packed with specifics on room arrangement, daily routine, team teaching, key experiences for cognitive-social development; examples of teaching strategies, activities, child observation, and checklists, with additional material on working with handicapped children and bilingual/bicultural education.



1. Creative Art for the Developing Child, by Clare Cherry. Fearon-Pitman, Inc., 6 Davis Drive, Belmont CA 94002. 1972.

This book includes a section on the devlopment of children's art, teachers' role, equipment and room arrangement. The following sections are on organized activities and ideas which include discussions of mediums, crayons, color, pastes, woodworking, printmaking, manipulative materials, and the conceptual learning integrated into each lesson.

4. Pumpkin House Series, Jan Martin, Route #2, Stoughton WI 53589.

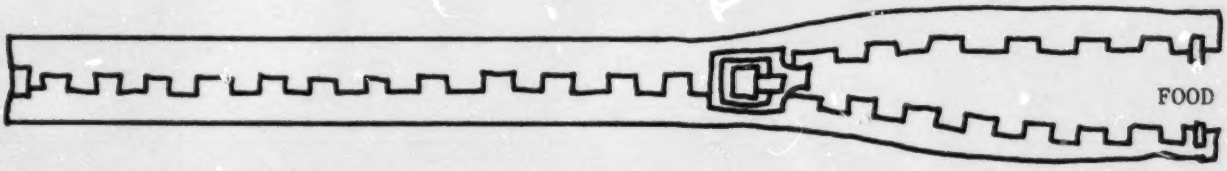
Volume I, Art Activities categorized by month. Volume II, All holidays, spring & fall, farm & plants. Volume III, Units such as winter, cowboys, patriotism, transportation, self-concept, sea, space, nursery rhymes, circus and zoo.

2. The Kids Arts and Crafts Book, by P. Petrich & R. Dalton. Nitty Gritty Productions, Box 5457, Concord CA 94524. 1975.

Activity ideas for crayon art, paper, print making, photo art, puppets, masks and costumes, bakers clay, yarn, fabrics and more.

3. Little Kids Craft Book, by J. Vermeer and M. Lariviere. Avon Book. Taplinger Publishing Co., 200 Park Avenue South, New York NY 10003. 1973.

The authors are parents with their own children and have worked professionally with children. The activities use everyday supplies, oriented toward creative awareness rather than educational concepts; coloring and painting, cutting, glueing, collage, mosaics, clay, mobiles, ornaments, puppets, put-ons, construction and nature study.

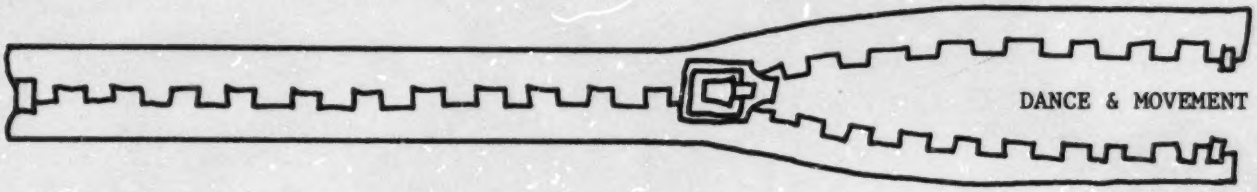


1. Creative Food Experiences for Children, by M.T. Goodwin and G. Pollen. Center for Science in the Public Interest, 1775 South Street, N.W., Washington, D.C. 20009.

Each activitiy is listed with materials, recipes, procedures, objectives and related learning in nutrition, social development, language, mathematical concepts, science, and art experiences. Very informative on nutrition and balanced diets.

2. Kids Are Natural Cooks, by R. Ault; Parents Nursery School. Houghton Mifflin Co., 1 Beacon Street, Boston MA 02107. 1974.

Child-tested recipes for home and school using natural foods. Recipes, materials, and procedures are organized into seasonal recipes, everything from hot meals, milkshakes, dried fruit to making your own recipes. 129 p.



1. Children Dance in the Classroom, by Geraldine Dimonstein, MacMillan Co., 866 3rd Avenue, New York, NY 10022. 1971.

Lessons and concepts developed over a period of 20 years of teaching. They are presented as creative dance problems which move from those with simple solutions to those requiring increasing levels of sophistication. Each lesson includes concepts and movement elements within the following structure; concepts of space, time and force (swinging...), the exploration of concepts using movement in various contexts.

Discussion of the fundamentals of movement included, as well as lots of photos of children dancing.

2. Creative Movement for the Developing Child, by Clare Cherry. Fearon-Pitman, Inc., 6 Davis Drive, Belmont, CA 94002.

Contains a brief discussion on the physical development of children and goes on to related topics such as room environment for movement, activities based on children's natural movement, transitional activities and a short bibliography are also included.

3. Daily Sensimotor Training Activities, A Handbook for Teachers and Parents of Preschool Children, by W.T, Braley et.al. Educational Activities, Inc., Freeport, NY 11520. 1968.

Written to be incorporated into your daily lesson plans, evaluation procedure included.

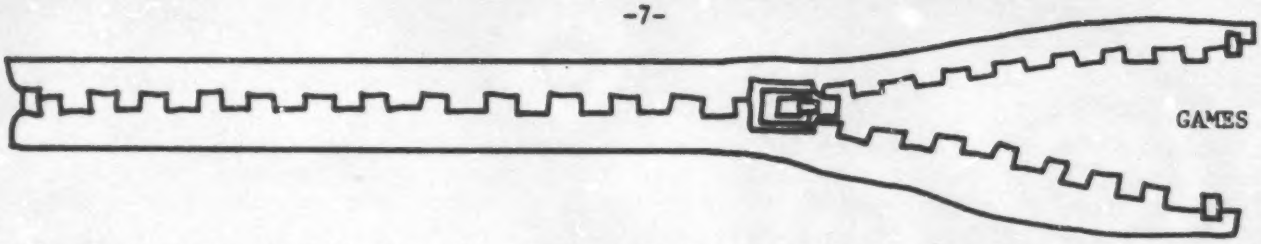
4. Folk Dance Manual for Teachers and Dancers, by Phyllis Weikart. Department of Physical Education, University of Michigan. Ann Arbor, MI 48109. 1978.

This book is designed for teachers and recreation leaders. Dances are grouped by level of diffulty. Dances are choreographed by the author and taken from the country of origin. Descriptions of dance are in the form of notation which is explained by the author. Adaptable to preschool age children.

5. MPMP; Motor Perceptual Movement Patterns, by Dorothy Krause and Borghild Olson, Printed by Cresent Printing Co. Order from: B. Olson, 2609 Hackberry Lane, LaCrosse, WI 54601.

MPMP is a program that has a sequence of activities comparable to the basic movement patterns children learn from infancy to childhood. These activities include ten sets of activities, each with five movement patterns: general movement, specific movement, eye movement, communation patterns, and visual perceptual patterns.

Supplementary booklet explains physiological development and intellectual benefits derived from movement.



1. 150 Plus! Games and Activities for Early Childhood, by Zand A. Spencer. Fearon-Pitman, 6 Davis Drive, Belmont CA 94002. 1976.

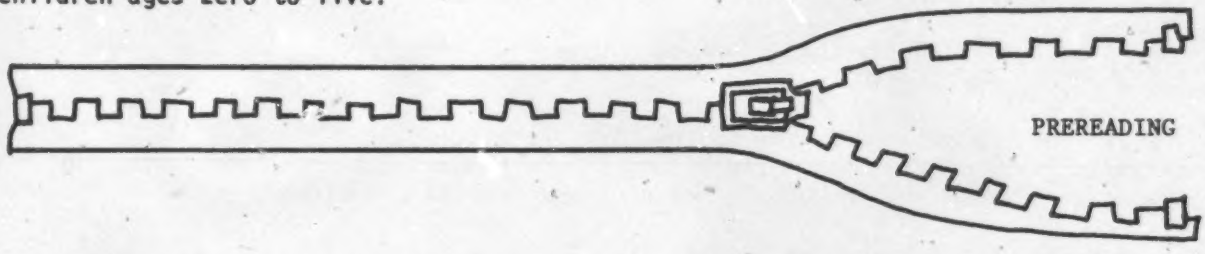
   Practical handbook of games and activities, all of which have been tested in the classroom. Goals are indicated at the beginning of each game. Suggestions for parents are included.

2. Success Through Play, by D.H. Rodler and Dr. N.C. Kephart. Harper and Row, 10 East 53rd Street, New York, NY 10022. 1960.

   This book is written for parents of preschool children and includes activities for improving motor skills adaptable to groups of children. Discussion of conceptual framework is followed by games organized to the development of certain skills.

3. What to Do When There Is Nothing to Do, by E.M. Gregg. Boston Children's Medical Center. A Dell Book, 1975.

   Activities for parents and children yet useful ideas for classroom and groups of children ages zero to five.



1. Power in Perception for Young Children: A Comprehensive Program for the Development fo Pre-reading Skills, by R.S. Goodfriend. Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York 10027. 1972.

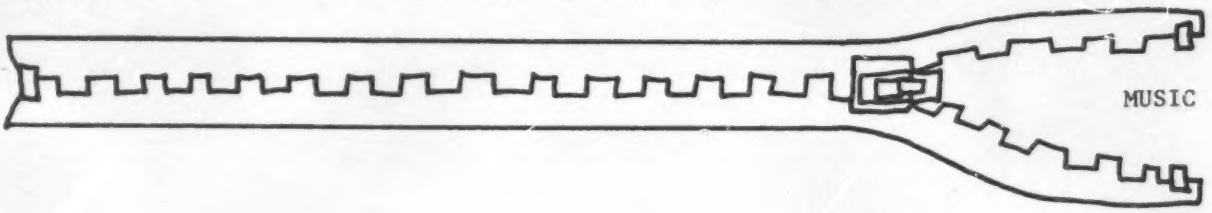
   The prescribed sequence of lessons follows a consistent pattern of organization throughout the program. The perceptual training proceeds with activities relating to the whole body, to concrete objects, to representations of objects, and, finally, to symbolic representations. Activities for each area are clearly written and the children can use the conceptual skills in other content areas. Numerous activities are described.

2. Teaching Children to Read, by Dolores Durkin. Allyn and Bacon, Inc. 470 Atlantic Ave. Boston, MA 02210.

   Goals, behavioral objectives, procedures and comments given for each activity in reading readiness and teaching reading. Content areas include behavioral characteristics of young children and teacher in the classroom, reading readiness, helping with language, teaching writing, language arts for older children, instructional materials, whole word methodology, phonics and more. Text of comprehensive background reading more than an activity book.

3. Using Literature with Young Children, by Betty Coody. Wm. C. Brown Co., Dubuque IA. 1973.

Literature program for children both at school and home. Organized by use or concept (counting books, animals stories...), storytelling literature, literature for dramatization, language experience, books that lead to art experiences or cooking, literature on basic needs and self concept, selection and use suggestions for parents and teachers. Each section is packed with activities inspired by or based on children's literature. Useful book, even if availability of children's books is limited.



1. Experiences in Music for Young Children, by M.C. Weller Pugmire. Delmar Publishers, Litton Educational Publishers, Inc., 135 West 50th Street, New York NY 10020.

Music is choosen to appeal to infants, toddlers and three-four year olds. The first part of the book is concerned with the way music can be used to teach young children and the second part is on ways adults and teachers reinforce children's basic skills needed to help them enjoy music. Objectives are given for activities and experiences that help children learn and encourage their creativity.

2. Let's Do Fingerplays, by Marion F. Grayson, Robert B. Luce, Inc., 2000 N.W., Washington D.C., 20036. 1962.

Fingerplays for the child from top to toe, for dressing up, for things that go, for animal antics, the family, the world outdoors, big people, little people, counting out, around the house, noise makers, holidays and special occasions.

3. Music for Young Children, by Nye Vernice. Wm. C. Brown Co., Dubuque IA. 1977.

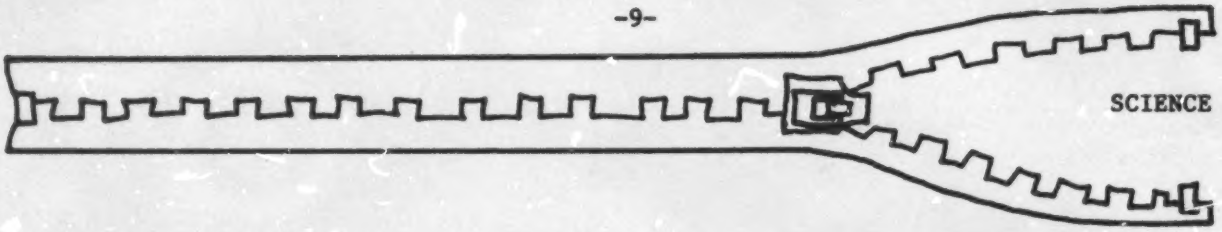
Music as integrated or separated subject of curriculum. Sources of music and related materials are listed. Discussion of ways to involve parents, elements of music, objectives for teaching, and on music as a medium to learning in science, math, social studies, concept learning, and more.

4. Musical Games for Children of All Ages, by Esther L. Nelson. Sterling Publishing Co., Inc., 419 Park Avenue South, New York NY 10016. 1976.

Songs with musical scores, dance and movement.

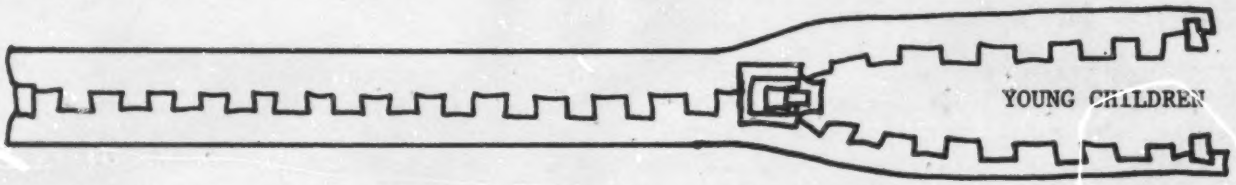
5. Ring-O-Roses. Order from Flint Public Library, 1026 East Kearsley, Flint MI 48502.

Inexpensive booklet of hundreds of fingerplays both old and new.



1. Science Experences for the Early Childhood Years,by Jean Durgin Harlan. Charles E. Merrill Co., 1300 Alum Creek Drive, Columbus OH 43216. 1976.

   The main objective of the book is to engage and reward children's natural curiosity and to encourage their competence as learners. The conceptual framework is discussed and activities include explanation of concepts underlying activity. Content areas include; what is air? water?, magnetism,gravity, simple machines, sound light, electricity, rocks and minerals, plant life, animal life, and others. Geared toward four year olds but can be simplified for younger children.



1. Baby Learning Through Baby Play, by Ira Gordon. St. Martins Press, Inc., 175 5th Ave., New York NY 10010.

   This is a parents guide for the first two years, games for the early months, for the sitting and "lap" baby, for the creeper-crawler, for the stander-toddler and for the older toddler.

2. Child Learning Through Child Play, by Ira Gordon, et.al. St. Martins Press, Inc., 175 5th Ave., New York NY 10010. 1972.

   Each section of the book emphasized one main type of game. However, since the child learns with his whole body, every game is, to him, a mixture of muscle, thought, language and feeling. Therefore, activities are not arranged by age groups but an objective is given for each game; sort & matching, understanding patterns, recognition games, word play, developing physical coordination, imaginitive play and creative activities. Learning activities for two and three year olds.

3. Infant Development Program, Birth to 12 months. Johnson & Johnson Baby Products Co., 220 Centennial Ave., Piscataway, NJ 08854. 1976. Theodore Melnechuk (Ed.)

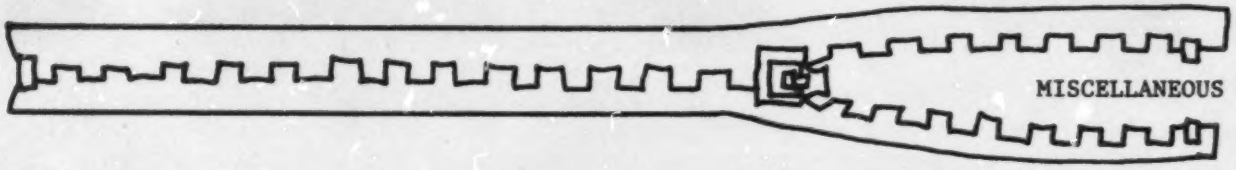
   A professional team compiled information and research on infant development during the first year of life, the result is this three ring notebook. Discussions of infant development, baby's responses to feeding and parental behavior, the significance of early influences play, learning techniques and toys.

4. Learning Activities for the Young Preschool Child, by R. Watrin and P.H. Furfey. D. VanNostrand Co., 135 West 50th Street, New York NY 10020. 1978.

   A practical guide that provides preservice and inservice teachers with structured play activities for toddlers ages one to three years old. Many model activities classified by developmental levels in the areas of sensory skills, motor skills, art, music...

5. Program Guide for Infants and Toddlers with Neuromotor and Other Developmental Disabilities, F.P. Connor (Ed.), Teachers College Press, Columbia University 1234 Amsterdam Avenue, New York 10027.

Guide to curriculum development and activities for disabled children, activities in prespeech, movement, social-emotional development, cognition and nutrition.



1. The Aid in Early Childhood Education, by Vivian Edmiston Todd and G.H. Hunter. MacMillan Co., 866 3rd Avenue New York, NY 10022. 1973.

This is written as a handbook for parents and aids who guide children's learning. It shows how aids' role facilitate the development of skills in physical learning, social, emotional, intellectual learning. It gives underlying concepts for each activity and is useful for aids or for teacher who supervisor aids.

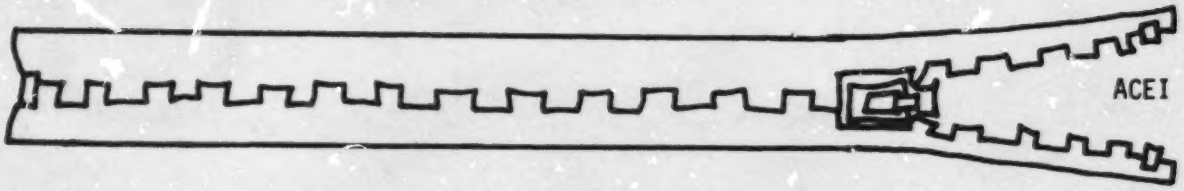
2. Early Learning Years, Allen Raymond (Ed.). P.O. Box 1223, Darien CT 06820.

Monthly magazine that is written for teachers of children up to grade three. Activities for each age group are printed in each issue and readers service department lists free and inexpensive materials and their sources.

3. A Sigh of Releif, the first-aid handbook for childhood emergencies. Produced by Martin I. Green. Bantam Books,Inc., 666 Fifth Avenue, New York, NY 10019. 1977.

The book includes fast, simple instructions for every childhood injury and illness, hundreds of step-by-step illustrations and instructions in how to prevent accidents from happening. 200p.

Association for Childhood Education International
3615 Wisconsin Avenue, N.W., Washington, D.C. 20016



1. Art Guide - Let's Create a Form

   1969. Professional help to teachers wanting to provide guidance and encouragement to children for expression through art. Developed by San Diego County Department of Education. Full color. ISBN 0-87173-028-6. 54 pp. $2.50.

2. Art Guide - Let's Make a Picture

   1969. Includes discussion of what one sees in a picture, many specific teaching ideas from tempera painting to toothpick pictures. By San Diego County Department of Education. Full color. ISBN 0-87173-029-4. 76 pp. $2.25.

3. Bits & Pieces - Imaginative Uses for Children's Learning

   1967. Recycling of finds, leftovers, giveaways and throwaways for creative learning in class and at home. ISBN 0-87173-014-6. 72 pp. $2.00.

4. The Child and Science - Wondering, Exploring, Growing

   1977. More than 30 anecdotes that serve as suggestions for innovative and practical science activities for 2- to 12-year-olds. Chapter on evaluation. ISBN 0-87173-080-4. 48 pp. $2.75.

5. Children are Centers for Understanding Media

   1973. Ideas for involvement of children as photographers, filmmakers, videotapers, sound-seekers. Practical help for teachers. Fifteen articles; resource list. ISBN 0-87173-017-0. 94 pp. $3.95.

6. Cooking and Eating with Children - A Way to Learn

   1974. Stresses the need to provide children with healthful foods and the importance of eating in a friendly climate. Recipe section; guide on child input. ISBN 0-87173-006-5. 48 pp. $2.50.

7. Creating with Materials for Work and Play

   1969. Portfolio of twelve leaflets. Varied media and materials and building learning from them. Practical, useful ideas for art, dance, science, drama and more. ISBN 0-87173-053-7. $2.00.

8. Creative Dramatics for All Children

1973. Emily Gillies discusses six principles for using creative dramatics. Chapters on working with emotionally and physically handicapped and second-language speaking children. ISBN 0-87173-020-0. 64 pp. $3.50.

9. Involvement Bulletin Boards

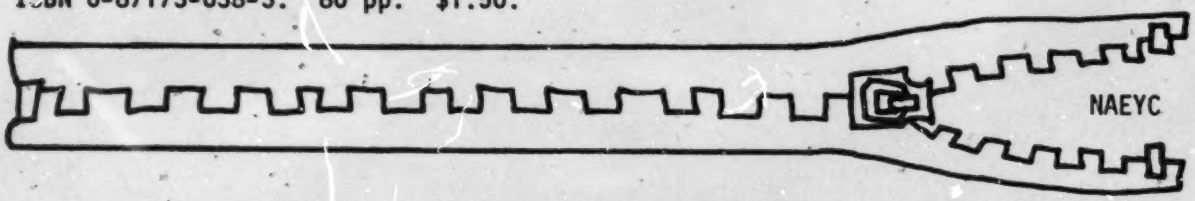
1970. The place of bulletin boards in learning experiences; contruction of and relationship to curriculum. Brightly illustrated. ISBN 0-87173-024-3. 64 pp. $2.25.

11. Literature with Children

1972. Explores how to provide rich and balanced contacts with literature. Use of critiques, records of reading, poetry, choral reading, story-telling, dramatization, multi-media. Teacher resource list. ISBN 0-87173-031-6. 64 pp. $2.50.

12. Physical Education for Children's Healthful Living

1968. Supports the importance of movement as a way of learning. Describes quality environments, good programs, safety education, formulas for play. Bibliography. ISBN 0-87173-038-3. 80 pp. $1.50.



National Association for the Education of Young Children
1834 Connecticut Ave., N.W., Washington, D.C. 20009

1. Activities for School-Age Child Care, by Rosalie Blau, Elizabeth H. Brady, Ida Bucher, Betsy Hiteshew, Ann Zavitkovsky, and Docia Zavitkovsky.

Hundreds of ideas for arts and crafts, cooking, dramatic play, and many other activities. Adaptable for all ages. 1977. 85 pp. ISBN 0-912674-57-1. $3.50.

2. The Block Book. Elisabeth S. Hirsch, Editor.

Explores the values and practical uses of blocks for extending children's learning. Includes relationship to science, mathematics, social studies, self-awareness, and dramatic play. 1974. 119 pp. ISBN 0-912674-04-0. $3.50.

3. The Cognitively Oriented Curriculum: A Framework for Preschool Teachers, by David P. Welkart, Linda Rogers, Carolyn Adcock, and Donna McClelland.

Interprets and applies Piaget's theory of cognitive development through real classroom examples of learning experiences. 1971. 196 pp. ISBN 0-912674-07-5. $3.50.

4. The Idea Box. Austin AEYC.

   Five booklets with ideas for learning environments, administrators, teacher planning, creative curriculum, and teaching with nature. 1973. 290 pp. ISBN 0-912674-18-0. $5.75.

5. Ideas That Work with Young Children. Katherine Read Baker, Editor.

   Practical information for teachers on learning environments, language experiences, relationships with parents, special challenges, and consulting with people in other professions. 1972. 243 pp. ISBN 0-912674-19-9. $3.00.

6. Imagination: Key to Human Potential, by Polly McVickar.

   Use of time, space, and materials involved in experiencing the process of imagination. 1972. 104 pp. ISBN 0-912674-20-2. $3.50.

7. Mud, Sand, and Water, by Dorothy M. Hill.

   Emphasizes the importance of opportunities for young children to use these play materials -- not always tidy but essential for total healthy development. Includes curriculum ideas. 1977. 38 pp. ISBN 0-912674-52-0. $2.00.

8. Providing the Best for Young Children, Jan McCarthy and Charles R. May, Editors.

   Suggestions for planning creative, inexpensive experiences for young children through improving parent-teacher-child relationships, teaching skills, and insights about the ways children learn. 1974. 240 pp. ISBN 0-912674-40-7. $3.25.

9. Science with Young Children, by Bess-Gene Holt.

   Rationales, methods, and equipment for teachers to help children discover the how, where, and who of science. 1977. 142 pp. ISBN 0-912674-32-6. $2.25.

10. What Does the Nursery School Teacher Teach?, by Elizabeth Doak Tarnay.

    Ways to help young children learn, to free them to be creative and constructive -- to enjoy their world and the people in it. 1965. 61 pp. ISBN 0-912674-35-0. $1.00.

From Book Reviews in Young Children
NAEYC, 1834 Connecticut Avenue N.W., Washington, D.C. 20009

1. Children Move to Learn - A Guide to Planning Gross Motor Activities, by Judy Kline. Tucson, AZ: Communication Skills Builders. (Reviewed 1/79 issue).

   The book was designed to enable teachers of developmentally disabled children, though it can be used with normal children. Space is provided to record the gross motor prewalking and walking movements; the range of activities is of those normally achieved within the first twelve to fifteen months of life.

2. Enhancing Self-Concept in Early Childhood, by Shirley C. Samuels. New York: Human Sciences Press, 1977. 312 pp. (Rvd. 11/78).

   Theory and empirical evidence are given as support to practical classroom situations that help to enahnce children's self-concept. Three major sections of the book are: the theoretical perspective of self-concept, a review and evaluation of current literature on the teacher's influence, school experience, social class and other variables and, finally, a section on practical techniques that teachers can use to enhance children's self concepts.

3. Social Studies for the Preschool-Primary Child, by Carol Seefeltd. Columbus, Ohio: Charles E. Merrill, 1977. 335 pp. (9/78).

   This text book is for student teachers and teachers of children age four through first grade. The author suggests ways of using children's own initiative, purposeful action and discovery in a good environment to help them learn the interrelated concepts of social studies.

4. The Kindergarten Child and Reading. Lloyd O. Ollila, Ed. Newark, Del.: International Reading Association. 1977. 32 pp.

   Nine joint authors discuss what teachers should know and do to successfully teach pre- or beginning reading. Further details are given on early readers, reading readiness, and ways to organize and carry on instruction, to select materials and to motivate pupils.

5. Family Day Care: Resources for Providers, by Betsy Squibb. Harvard, Mass. Training Materials for Family Day Care Providers. 1976. 103 pp. (5/78).

   Information is given on available resources (though some is subject to change, taxes for example) and sections on meal planning, learning activities, and other useful, relevant subjects are included.

6. Day Care: Curriculum Considerations, by Michael Langenbach and Teanna West Neskora. Columbus, Ohio: Charles E. Merrill. 1977. 262 pp. (5/78).

   This book presents a detailed plan for the development, utilization, and evaluation of relevant day care curricula. A number of the chapters are useful to inservice teachers as a tool to curriculum development.

7. The Child and Science: Wondering, Exploring, Growing, by Ruth L. Roche, Washington, D.C., Association for Childhood Education International. 1977. 44 pp. (3/78).

A good deal of information is given on concept formation and process skills involved in the discovery approach to science. Discussion on learning environment, using children's own interests and integrating science into the whole curriculum plus suggestions for many science experiences.

The following are taken from "A Beginner's Bilbiography" in the November, 1978 issue of Young Children. Young Children is a publication of NAEYC.

1. Early Childhood Education for Exceptional Children: A Handbook of Ideas and Exemplary Practices. June B. Jordan, Alice H. Hayden, Merle B. Karnes, and Mary M. Wood, editors Reston, Va.: Council for Exceptional Children, 1977. $10.00.

An excellent source for familiarizing one with legislation and program models for special education.

2. I Am! I Can! The Day Care Handbook, by Grace L. Mitchell and Harriet Chmela. Stamford, Conn.: Greylock Publishers, 1977. $25.00.

An excellent contribution to managing a day care program based on integrity of self-realization and worth of everyone involved.

3. Motor Development in Early Childhood: A Guide for Movement Education with Ages Two to Six. St. Louis, Mo.: C.V. Mosby Co., 1975. $8.50.

This book presents a taxonomy of motor skills and learning levels with an extensive list of developing experiences.

4. Music: A Way of Life for the Young Child, by Kathleen Bayless and Marjorie E. Ramsey. St. Louis, Mo.: C.V. Mosby Co., 1978. $10.95.

Music, the child's right, is explored from infancy through kindergarten with a wealth of appropriate activities.

5. Nature Activities for Early Childhood, by Janet Nickelsburg. Reading, Mass.: Addison Wesley, 1976. $7.50.

A science teacher of 48 years shares her collection of outdoor and indoor natural science activities.

6. QACLD Teacher's Aid: A Collection of Ideas and Suggestions for the Child in the Classroom. Montreal, Quebec: Quebec Association for Children with Learning Disabilities, 1976. $4.50.

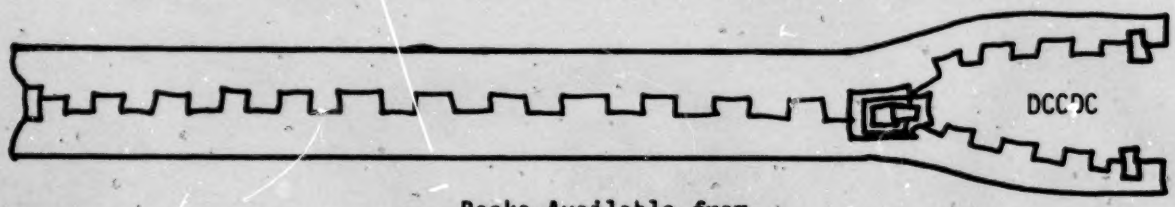
   This handbook for a regular classroom contains experiences for teaching disabled children that will provide support for the children's confidence in their learning powers.

7. Science with Young Children, by Bess-Gene Holt. Washington, D.C.: National Association for the Education of Young Children, 1977. $3.25.

   Rationales, methods, and equipment for teachers to help children discover the how, where, and who of science.

8. The Teacher's Guide to Open Education, by Lillian S. Stephens. New York: Holt, Rinehart and Winston, 1974. $11.50.

   A how-to guide for a teacher desiring to move toward openness in the classroom.



Books Available from
Day Care & Child Development Council of America, Inc.
P.O. Box 246, 3706 Otis Street
Mt. Rainier, MD 20822

1. Developmental Curriculum, by Lucia Ann McSpadden, $3.75. (#C50).

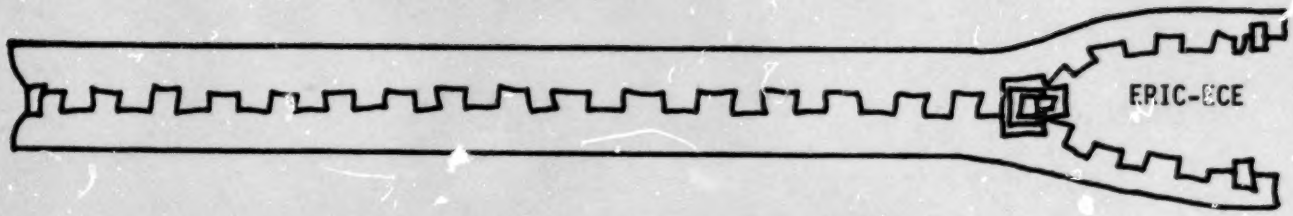
   A helpful thoughtful guide to making a curriculum "in response to the present and future of the children." Focuses on process of curriculum building based on constant interaction of all persons, continual gathering of additional resources and approaches and an ability to deal with the challenge of change. Useful as a training text, in relating formative evaluation to curriculum.

2. It's a Small, Small World, but Larger than You Think, by John Prondzinski and Stanley Roth. 1974. $3.40. (#A51).

   Especially designed for nonprofessional musicians and teachers. Provides a training experience in using music to learn, to enjoy and to move. A participatory workshop format including list of resource material and excellent bibliography.

3. Program Planning Aids for Day Care Centers. Illustrated. 1972. $3.50. (#A50).

   Discipline, field trips, books, records, and songs, fingerplay, inexpensive home-made equipment, things to do and make provided in handy manual.



ERIC, Educational Resources Information Center, has resource lists of books available from the publishers of the book. They also have documents available from ERIC where the ED number is indicated.

To obtain lists of resources beyond those listed here, write to: ERIC/Early Childhood Education, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801.

1. Growing Up Green, by Alice Skelsey and Gloria Huckaby. Workman Publishing Co., 231 E. 51st St., New York, NY 10022. ($4.95 ppb) Unusual ideas for natural science exploration and indoor and outdoor gardening. Includes projects such as replicating experiments of famous naturalists, preserving spider webs, making stump rubbings, and propagating plants in the kitchen.

2. Kids' America, by Steven Caney. Workman Publishing Co., 1 West 39th St., New York, NY 10018. (1978)

   A fascinating collection of interesting and off-beat things to do, intriguing games and puzzles to make, food to cook -- plus bits of history and incidental information about American life.

3. Me and I'm Great: Physical Education for Children Three Through Eight, by Susan Dimond Block. Burgess Publishing Co., 7198 Ohms Lane, Minneapolis, MN 55435. ($5.95 ppb).

   Outlines a complete program of activities based on skills ranging from the simple to the complex: movement exploration, basic rhythmic movements, fitness, games and stunt activities, and relay races. Includes section on homemade apparatus and small equipment.

4. 100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents, by Jack Canfield and Harold C. Wells. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632. ($5.95 ppb).

   Suggestions to help those who work with people in groups to create supportive learning environments. Techniques include group discussions and games, dialogues, body awareness exercises and creative thinking and writing experiences.

5. Programming for Intellectually Advanced Preschool Children: A Program Development Guide. Preliminary Draft, by Wendy C. Roedell and Halbert B. Robinson. 260 pp. (ED 151 094).

   Curriculum ideas and procedures developed by the Child Development Research Group at the University of Washington for a model preschool program designed for intellectually advanced children 2 to 5 years old.

6. Since They Are Going to Watch TV anyway, Why Not Connect It to Reading?, by Laveria F. Hutchinson. (ED 155 606, 8 p.).

7. Teaching the Special Child in Regular Classrooms, by Jenni Klein, with an ERIC abstract bibliography. Presents five basic assumptions related to the teaching of young handicapped children in any setting, and discusses some principles of teaching special children which may be helpful to teachers working in mainstreamed classrooms. (Cat. #158, $2.00, 33p.).

8. Teaching the Three Rs Through Movement Experiences, by Anne Green Gilbert, Burgess Publishing Co., 7108 Ohms Ln., Minneapolis, MN 55435. ($6.95 ppb).

   Presents simple activities for teaching language arts, mathematics, science, social studies, and art through movement experiences in the elementary school classroom.

9. Tutor! A Handbook for Tutorial Programs, by Lillie Pope. Book-Lab, Inc., 1449 37th Street, Brooklyn, NY 11218. ($3.60).

   Presents specific guidelines for planning and setting up a tutorial program and training tutors. Includes information for the tutor on the learning process, the teaching of reading, and common problems encountered in tutoring.

Nurturing Talent Series

A new booklet titled Nurturing Leadership Talent in Early Childhood (now available from ERIC/ECE) describes some characteristics common to preschool children with leadership talent and suggests activities teachers and parents can use to help these children develop their skills. Written by Merle B. Karnes and Paula Sabatino Strong, the booklet is part of a series focused on the identification and development of various talents in young children.

1. Nurturing Intellectual Talent in Early Childhood, by Merle B. Karnes, Paula Sabatino Strong and Polly Kemp (23 pages), Sept. 1978. Catalog No. 1403.004, price $2.50.

2. Nurturing Academic Talent in Early Childhood: Reading, by Merle B. Karnes, Polly Kemp, Barbara Kilbourn and Paula Sabatino Strong (32 pages), Sept. 1978. Catalog No. 1403.005, price $2.50.

3. Nurturing Academic Talent in Early Childhood: Math, by Merle B. Karnes, Georganne F. McBride, and Paula Sabatino Strong (30 pages), Sept. 1978. Catalog No. 1403.006, price $2.50.

4. Nurturing Academic Talent in Early Childhood: Science, by Merle B. Karnes and Paula Sabatino Strong (24 pages), Sept. 1978. Catalog No. 1403.007, price $2.50.

5. Nurturing Creative Talent in Early Childhood, by Merle B. Karnes and Paula Sabatino Strong (20 pages), Sept. 1978. Catalog No. 1403.008, price $2.50.

6. Nurturing Leadership Talent in Early Childhood, by Merle B. Karnes and Paula Sabatino Strong (20 pages), Sept. 1978. Catalog. No. 1403.009, price $2.50.

7. Nurturing Visual and Performing Arts Talent in Early Childhood: Art and Music, by Merle B. Karnes, Paula Sabatino Strong, Suzanne Anderson, and Polly Kemp (52 pages), Sept. 1978. Catalog No. 1403.010, price $4.00.

8. Nurturing Psychomotor Talent in Early Childhood, by Merle B. Karnes, Suzanne Anderson, Polly Kemp, and Paula Sabatino Strong (27 pages), Sept. 1978. Catalog No. 1403.011, price $2.50.

9. Preschool Talent Checklists: Record Booklet, by Merle B. Karnes and Associates (26 pages), Sept. 1978. Catalog No. 1403.001, price $1.80.

   Includes instruction sheets and nine checklist rating forms with spaces to rate 15 children in the following talent areas: intellectual, academic (reading, math, science), creative, leadership, visual and performing arts (art, music), psychomotor.

10. Preschool Talent Checklists: Manual, by Merle B. Karnes and Associates (27 pages), Sept. 1978. Catalog No. 1403.002, price $2.80.

    Describes the development and use of a set of checklists designed to screen for talent in young children. Includes a comprehensive list of references used in the development of the checklist.

11. Preschool Talent Assessment Guide, by Merle B. Karnes and Angela R. Taylor (70 pages), Sept. 1978. Catalog No. 1403.003, price $5.50.

    Discusses rationale, procedures and criteria for assessing six areas of talent in the preschool child, following initial screening. Includes sample record forms, guidelines for selecting test instruments, and lists of tests and publishers.

ALSO AVAILABLE FROM WECA:

--Signposts and Roadblocks, WECA's monthly public policy bulletin for child care advocates.

--Directory of Wisconsin Statewide Organizations for Young Children and Their Families, a listing of private, non-profit, statewide organizations concerned with the well-being of families and children. 33 pages.

--WECA's Guide to Resources in Health and Nutrition Education, a guide for child care providers and others interested in promoting the health of young children. 46 pages.

--WECA's Guide to Parent Involvement Resources, a guide for child care providers, parents, and others with focus on parenting and child development. 80 pages.

--Child Care in Wisconsin, types and availability. Facts on the growth of child care need in Wisconsin. A fold-out chart on types of child care.

--Children and Poverty, facts on how Wisconsin's children are affected by poverty. Folds out to 16 x 20 poster with photograph and poem.

--Teenage Pregnancy: what you should know about Wisconsin teenage pregnancy.

For further information, contact:

Wisconsin Early Childhood Association
610 Langdon Street, Room 227
Madison, Wisconsin 53706

(608) 262-0504

200-3K0T002-79